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AUTHOR Clark, Robert M.
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ABSTRACT

At Reedley College, those students who enter with less than a 2.0 grade point average (GPA) and those without a high school diploma are intended to be identified as "Special Counseling" students and to receive intensive counseling coverage. The files, transcripts, and permits to register of 99 such students were examined after fall semester 1978 to gain information on student attributes and performance, and on factors that might encourage students to continue with school. Several comparison categories were established in evaluating the data, including age, first semester GPA, number of counseling contacts (special and total), percent of units completed, financial aid status, whether the student withdrew, whether he/she returned the second semester, high school graduation, tutoring, late applications, late and no transcript, local high school, and whether the student had actually been identified as a Special Counseling student. Findings indicate that identification of a student as a Special Counseling student may have a benefical effect. Those identified completed more counseling contacts than those not identified. They were more likely to receive tutoring and financial aid, and were less likely to withdraw from school after the first semester. Students who received special counseling were also more likely to complete their first semester with a GPA of 2.0 or higher. (DR)

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ED175498

SPECIAL COUNSELING STUDY

FALL, 1978, ENTERING CLASS

REEDLEY COLLEGE

ROBERT M. CLARK, COUNSELOR

AUGUST 1, 1979

JC 790 480

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PURPOSE OF THE STUDY

Attrition continues to be a concern, and rightly so, of college personnel. A large group of students drop out each semester which interferes with the mission of the college, and more importantly prevents the dropout from reaching his educational goal.

A sizeable number of students now entering Reedley College are in the lower ability category and have difficulties that need different services or treatments than students a few years ago. Such a group is the "Special Counseling" students, those who graduated from high school with less than a 2.0 grade point average, and those who did not graduate from high school. A similar study was done for the fall, 1977, students, but only 18 were identified. It was decided that the study should be replicated, being more diligent in identifying subjects. The study deals with those students, 99, who should have been classifed as "Special Counseling" students and what their experiences were during their first semester, with an attempt to find out if there were things that happened that encouraged students to continue, or if there were things that did not happen that did not encourage students to continue. The study was limited to those who applied for day enrollment on a full-time (12 units) basis.

METHODOLOGY

The admissions and records office was the location of most of the data. Students files, transcripts of college work, permits to register, and control cards were all examined in the admissions and records office. The counseling office was the source of special counseling contacts and all counseling contacts. The OASIS office provided the OASIS and financial aid information, and the tutoring information was provided by the tutorial coordinator. Comparison categories were established, and all items were cross-checked for dependency using chi-square at the 5% level of confidence. Only those comparisons that were found to be significant are included in the study, thirty-eight items titled "Significant Data." The data were then divided and checked again for reliability. The results of this effort are indicated by asterisks next to the number of items in significant data. Three asterisks (***) indicate that the significance held at the 5% level of confidence on both groups; two asterisks (**) indicate that the significance held on both groups, but one or both were at the 10% level of confidence; one asterisk (*) indicates that only one group held, either at the 5% or 10% level of confidence.

COMPARISON CATEGORIES

1. Age - the median age of the total student body is 22. One group was taken to be above the median age, the other group was those at or below the median age.

2. Identified for special counseling - an attempt was made to find documented evidence that the students knew that they were so identified. Two sources were used, either the permit to register that the student carried with him at registration stating "Special Counseling" or a copy of a letter sent to the student so informing him of his status. Students were either identified or not identified.

3. Special counseling contact - counselors were instructed to record such a contact on the students' counseling record card. Students either kept their special counseling appointment or they didn't, according to that card.

4. Total counseling contacts - all counseling contacts are supposed to be recorded on the counseling record card. No consideration was made as to the number of contacts for any one student - one had seven contacts - but consideration was given only to whether any contacts were made or not.

5. Percent units completed - The number of units registered at the end of the first census week and the number of units for which the student earned units were compared. One group consisted of those who passed at least 75% of the units for which they were registered, the other group was those who did not pass 75% of those units.

6. First semester grade point average - one group was those with a g.p.a. of 2.0 or higher, the other those with less than 2.0.

7. Withdrawals - one group was those who withdrew, the other was those who did not withdraw during the semester.

8. Return second semester - those students who were enrolled in units at the end of the first census week in the spring semester constituted one group; the other was those not enrolled in any units.

9. High school graduation - one group was those who graduated from high school; the other was those who did not graduate.

10. No transcript w/o non-grads - a grade point average was not calculated for those who declared they were not high school graduates on their application for admission. One group consisted of those who said they were high school graduates and had a complete transcript on file. The other group were those who said they were high school graduates but who did not have a complete transcript on file.

11. Financial Aid - Groups were those who were receiving financial aid and those who were not receiving financial aid.

12. Oasis - groups were those who were at school with Oasis help and those who were not receiving Oasis help.

13. Tutoring - the number of tutoring sessions and the number of classes in which tutoring was given were not considered. The two groups were those who received any tutoring at all and those who did not receive any tutoring.

14. Application date - the week prior to the beginning of instruction began August 14. It was difficult to process applications and transcripts during that last week. Therefore applications received August 14 or later were considered late applications; those received before August 14 were early applications. Applications are in the students' personal packets, and were checked for date received.

15. Transcript date - the same date was used for this category as for the applications, and for the same reason. Transcripts received before August 14 were considered early; those received August 14 or later were deemed to be late.

16. No transcript on file - this category included the total N. Some non-graduates had sent a transcript which was as complete as it could be. These were counted as transcripts on file. Some graduates sent incomplete transcripts which did not show the last grades in high school. These were not counted as transcripts on file. The two groups were those who have complete (as far as possible) transcripts on file and those who do not.

17. Local high school - high schools in the surrounding area were considered local. Those further away, outside the immediate valley area were considered non-local.

SIGNIFICANT DATA

** 1. Age and High School graduation

$$x^2 = \frac{(55 \cdot 9 - 18 \cdot 5)^2 87}{60 \cdot 27 \cdot 14 \cdot 73} = 8.619$$

	Grad	Non-grad	Totals
Below median age	55	18	73
Above median age	5	9	14
Totals	60	27	87

** 2. Age and no transcript on file

$$x^2 = \frac{(64 \cdot 9 - 19 \cdot 7)^2 99}{71 \cdot 28 \cdot 16 \cdot 83} = 7.359$$

	Trans	No trans	Totals
Below median age	64	19	83
Above median age	7	9	16
Totals	71	28	99

*** 3. Identified for Special Counseling and Special Counseling contacts

$$x^2 = \frac{(26 \cdot 33 - 5 \cdot 35)^2 99}{31 \cdot 68 \cdot 38 \cdot 61} = 9.451$$

	Sp. C.	No Sp. C	Totals
Identified	26	35	61
Not identified	5	33	38
Totals	31	68	99

** 4. Identified and Total counseling contacts

$$x^2 = \frac{(43 \cdot 26 - 18 \cdot 12)^2 99}{55 \cdot 44 \cdot 38 \cdot 61} = 14.358$$

	Couns.	No Couns	Totals
Identified	43	18	61
Not identified	12	26	38
Totals	55	44	99

* 5. Identified for Special Counseling and Withdrawals

$$x^2 = \frac{(49 \cdot 19 - 12 \cdot 19)^2 \, 99}{31 \cdot 68 \cdot 38 \cdot 61} = 10.012$$

	With	No With	Totals
Identified	12	49	61
Not Identified	19	19	38
Totals	31	68	99

** 6. Identified for Special Counseling and Return Second Semester

$$x^2 = \frac{(40 \cdot 24 - 14 \cdot 21)^2 \, 99}{54 \cdot 45 \cdot 38 \cdot 61} = 7.795$$

	Ret.	No Ret.	Totals
Identified	40	21	61
Not Identified	14	24	38
Totals	54	45	99

* 7. Identified for Special Counseling and No Transcript w/o Non-graduates

$$x^2 = \frac{(39 \cdot 10 - 2 \cdot 21)^2 \, 99}{60 \cdot 12 \cdot 31 \cdot 41} = 9.528$$

	Trans.	No Trans.	Totals
Identified	39	2	41
Not Identified	21	10	31
Totals	60	12	72

** 8. Identified for Special Counseling and Financial Aid

$$x^2 = \frac{(30 \cdot 31 - 7 \cdot 31)^2 \, 99}{37 \cdot 62 \cdot 38 \cdot 61} = 9.464$$

	FinAid	No F.A.	Totals
Identified	30	31	61
Not Identified	7	31	38
Totals	37	62	99

*** 9. Identified for Special Counseling and OASIS

$$x^2 = \frac{(19 \cdot 36 - 2 \cdot 42)^2 \, 99}{21 \cdot 78 \cdot 38 \cdot 61} = 9.386$$

	OASIS	No OAS.	Totals
Identified	19	42	61
Not Identified	2	36	38
Totals	21	78	99

** 10. Identified for Special Counseling and Tutoring

$$x^2 = \frac{(14 \cdot 37 - 47 \cdot 1)^2 \, 99}{15 \cdot 84 \cdot 38 \cdot 61} = 7.519$$

	Tut.	No Tut.	Totals
Identified	14	47	61
Not Identified	1	37	38
Totals	15	84	99

*** 11. Identified for Special Counseling and Application

$$x^2 = \frac{(57 \cdot 17 - 21 \cdot 4)^2 \, 99}{78 \cdot 21 \cdot 38 \cdot 61} = 20.421$$

	Early	Late	Totals
Identified	57	4	61
Not Identified	21	17	38
Totals	78	21	99

*** 12. Identified for Special Counseling and Transcript Date

$$x^2 = \frac{(45 \cdot 13 - 10 \cdot 3)^2 \, 71}{55 \cdot 16 \cdot 23 \cdot 48} = 22.510$$

	Early	Late	Totals
Identified	45	3	48
Not Identified	10	13	23
Totals	55	16	71

* 13. Identified for Special Counseling and Local High School

$$x^2 = \frac{(54 \cdot 9 - 5 \cdot 29)^2 \, 97}{83 \cdot 14 \cdot 38 \cdot 59} = 4.329$$

	Local	Not Local	Totals
Identified	54	5	59
Not identified	29	9	38
Totals	83	14	97

*** 14. Special Counseling Contacts and Total Counseling Contacts

$$x^2 = \frac{(31 \cdot 44 - 24 \cdot 0)^2 \, 99}{55 \cdot 44 \cdot 68 \cdot 31} = 36.108$$

	Couns.	No Couns.	Totals
Special Couns.	31	0	31
No Spec. Couns.	24	44	68
Totals	55	44	99

* 15. Special Counseling Contacts and First Semester Grade Point Average

$$x^2 = \frac{(16 \cdot 48 - 20 \cdot 15)^2 \, 99}{36 \cdot 63 \cdot 68 \cdot 31} = 4.535$$

	2.0+	Less 2.0	Totals
Special Couns.	16	15	31
No Spec. Couns.	20	48	68
Totals	36	63	99

*** 16. Special Counseling Contacts and No Transcript w/o Non-graduates

$$x^2 = \frac{(21 \cdot 12 - 39 \cdot 0)^2 \, 72}{60 \cdot 12 \cdot 51 \cdot 21} = 5.929$$

	Trans	No Trans	Totals
Special Couns.	21	0	21
No Spec. Couns.	39	12	51
Totals	60	12	72

*** 17. Special Counseling Contacts and Application Date

$$x^2=\frac{(31 \cdot 21 - 47 \cdot 0)^2 99}{78 \cdot 21 \cdot 68 \cdot 31} = 12.151$$

	Early	Late	Totals
Special Couns.	31	0	31
No Spec. Couns.	47	21	68
Totals	78	21	99

** 18. Special Counseling Contacts and Transcript Date

$$x^2=\frac{(25 \cdot 14 - 2 \cdot 30)^2 71}{55 \cdot 16 \cdot 44 \cdot 27} = 5.711$$

	Early	Late	Totals
Special Couns.	25	2	27
No Spec. Couns.	30	14	44
Totals	55	16	71

* 19. Special Counseling Contacts and No Transcript on File

$$x^2=\frac{(27 \cdot 24 - 4 \cdot 44)^2 99}{71 \cdot 28 \cdot 68 \cdot 31} = 5.262$$

	Trans.	No Trans.	Totals
Special Couns.	27	4	31
No Spec. Couns.	44	24	68
Totals	71	28	99

* 20. Total Counseling Contacts and OASIS

$$x^2=\frac{(41 \cdot 18 - 3 \cdot 37)^2 99}{21 \cdot 78 \cdot 55 \cdot 44} = 9.818$$

	OASIS	No OAS.	Totals
Counseling	18	37	55
No Counseling	3	41	44
Totals	21	78	99

*** 21. Total Counseling Contacts and Application Date

$$x^2=\frac{(50 \cdot 16 - 5 \cdot 28)^2 99}{78 \cdot 21 \cdot 44 \cdot 55} = 10.879$$

	Early	Late	Totals
Counseling	50	5	55
No Counseling	28	16	44
Totals	78	21	99

* 22. Total Counseling Contacts and Transcript Date

$$x^2=\frac{(50 \cdot 11 - 35 \cdot 5)^2 99}{83 \cdot 16 \cdot 44 \cdot 55} = 4.331$$

	Early	Late	Totals
Counseling	50	5	55
No Counseling	33	11	44
Totals	83	16	99

*** 23. 75% of Units Completed and First Semester G. P. A.

$$x^2=\frac{(58 \cdot 22 - 5 \cdot 14)^2 99}{36 \cdot 63 \cdot 72 \cdot 27} = 32.6$$

	2.0+	Less 2.0	Totals
75% units compl	22	5	27
Less than 75%	14	58	72
Totals	36	63	99

*** 24. 75% of Units Completed and Withdrawals

$$x^2=\frac{(27 \cdot 31 - 41 \cdot 0)^2 99}{31 \cdot 68 \cdot 72 \cdot 27} = 16.924$$

	With.	No With	Totals
75% units compl.	0	27	27
Less than 75%	31	41	72
Totals	31	68	99

*** 25. 75% of Units Completed and Return Second Semester

$$x^2=\frac{(24 \cdot 42 - 3 \cdot 30)^2 99}{54 \cdot 45 \cdot 72 \cdot 27} = 17.661$$

	Ret.	No Ret.	Totals
75% units compl.	24	3	27
Less than 75%	30	42	72
Totals	54	45	99

*** 26. First Semester G.P.A. and Withdrawals

$$x^2=\frac{(31 \cdot 36 - 32 \cdot 0)^2 99}{31 \cdot 68 \cdot 63 \cdot 36} = 25.79$$

	With	No With	Totals
2.0+ g.p.a.	0	36	36
Less than 2.0	31	32	63
Totals	31	68	99

*** 27. First Semester G.P.A. and Return for Second Semester

$$x^2=\frac{(29 \cdot 38 - 7 \cdot 25)^2 99}{54 \cdot 45 \cdot 63 \cdot 36} = 15.436$$

	Ret.	No Ret.	Totals
2.0+ g.p.a.	29	7	36
Less than 2.0	25	38	63
Totals	54	45	99

28. First Semester G.P.A. and Transcript Date

$$x^2=\frac{(24 \cdot 14 - 2 \cdot 31)^2 71}{55 \cdot 16 \cdot 45 \cdot 26} = 5.177$$

	Early	Late	Totals
2.0+ g.p.a.	24	2	26
Less than 2.0	31	14	45
Totals	55	16	71

*** 29. Withdrawals and Return Second Semester

$$x^2=\frac{(51 \cdot 28 - 3 \cdot 17)^2 99}{54 \cdot 45 \cdot 68 \cdot 31} = 36.665$$

	Ret.	No Ret.	Totals
Withdrawals	3	28	31
No withdrawals	51	17	68
Totals	54	45	99

* 30. Withdrawals and No Transcript w/o Non-graduates

$$x^2=\frac{(7 \cdot 46 - 5 \cdot 14)^2 72}{60 \cdot 12 \cdot 51 \cdot 21} = 5.929$$

	Tran.	No Tr.	Totals
Withdrawals	14	7	21
No withdrawals	46	5	51
Totals	60	12	72

* 31. Withdrawals and Financial Aid

$$x^2=\frac{(31 \cdot 37 - 6 \cdot 25)^2 99}{37 \cdot 62 \cdot 68 \cdot 31} = 20.349$$

	FinAid	No FA	Totals
Withdrawals	6	25	31
No Withdrawals	31	37	68
Totals	37	62	99

* 32. Withdrawals and Tutoring

$$x^2=\frac{(30 \cdot 14 - 54 \cdot 1)^2 99}{15 \cdot 84 \cdot 68 \cdot 31} = 4.992$$

	Tut.	No T.	Totals
Withdrawals	1	30	31
No Withdrawals	14	54	68
Totals	15	84	99

** 33. Return Second Semester and Financial Aid

$$x^2=\frac{(27 \cdot 35 - 27 \cdot 10)^2 99}{37 \cdot 62 \cdot 45 \cdot 54} = 8.091$$

	FinA	No FA	Totals
Return	27	27	54
No returr	10	35	45
Totals	37	62	99

* 34. Return Second Semester and Tutoring

$$x^2=\frac{(42 \cdot 12 - 42 \cdot 3)^2 99}{15 \cdot 84 \cdot 45 \cdot 54} = 4.62$$

	Tut.	No T.	Totals
Return	12	42	54
No Return	3	42	45
Totals	15	84	99

*** 35. Financial Aid and OASIS

$$x^2=\frac{(19 \cdot 60 - 2 \cdot 18)^2 99}{21 \cdot 78 \cdot 62 \cdot 37} = 32.11$$

	OASIS	No O.	Totals
Financial Aid	19	18	37
No fin. aid	2	60	62
Totals	21	78	99

*** 36. Financial Aid and Tutoring

$$x^2=\frac{(12 \cdot 59 - 3 \cdot 25)^2 99}{15 \cdot 84 \cdot 62 \cdot 37} = 13.723$$

	Tut.	No T.	Totals
Financial Aid	12	25	37
No fin. aid	3	59	62
Totals	15	84	99

* 37. OASIS and Tutoring

$$x^2 = \frac{(8 \cdot 71 - 7 \cdot 13)^2 99}{15 \cdot 84 \cdot 78 \cdot 21} = 10.914$$

	Tut.	No T.	Totals
OASIS	8	13	21
No OASIS	7	71	78
Totals	15	84	99

** 38. Application Date and No Transcript on File

$$x^2 = \frac{(62 \cdot 12 - 9 \cdot 16)^2 99}{71 \cdot 28 \cdot 21 \cdot 78} = 10.944$$

	Trans.	No T	Totals
Early app.	62	16	78
Late app.	9	12	21
Totals	71	28	99

FINDINGS (referring to students who SHOULD have been classified Special Counseling)

1. Those students over the median age tend to be high school drop-outs (1) and therefore tend to be negligent in sending a high school transcript (2).

2. Identification of the students and notifying these students as requiring Special Counseling seems in itself to have a beneficial effect.

   a. Those identified complete more Special Counseling contacts, and complete more regular counseling contacts than those who are not identified. (3 and 4)

   b. Fewer identified withdraw than those who are not identified. (5)

   c. More identified return the second semester than those who are not identified. (6)

   d. More identified have transcripts from high school on file. Such is necessary for identification unless the student is not a high school graduate. (7)

   e. More identified are receiving financial aid than those not identified. (8)

   f. More identified are OASIS students than those not identified. (9)

   g. More identified received tutoring than those not identified. (10)

   h. More identified applied early, and had the high school transcript sent early. (11 and 12)

   i. More identified were from local high schools than those not identified. (13)

   Of course, there are questions that arise as to cause and effect. For example, perhaps more identified returned because they were getting financial aid rather than because they were identified; however, there is considerable interaction and interdependence in these factors.

3. Students who had Special Counseling contacts seemed to benefit in that more of them had a first semester grade point average of 2.0 or higher. (15)

4. Students who had Special Counseling also had other characteristics which seemed to indicate a serious purpose in attending college, with a real committment.

   a. Most special counseling contact students had high school transcripts on file, while a significant number of others did not. (16) and (19)

   b. More special counseling contact students applied early. (17)

   c. More special counseling contact students had their high school transcripts sent early. (18)

(Numbers in parenthesis refer to numbers under Significant Data)

5. Students who met with a counselor had certain characteristics indicating a serious committment.

   a. More with counseling were OASIS students. (20)

   b. More with counseling applied early and sent high school transcripts early. (21) and (22)

6. Those who completed at least 75% of the units for which they registered were more successful students than those who didn't.

   a. More of these students who completed 75% of their units had an ending grade point average of 2.0 or higher. (23)

   b. More returned for the spring semester. (25)

7. Students who earned a 2.0 grade point average or higher tended not to withdraw (26) and more returned for the spring semester. (27) They also filed an early transcript from high school. (28)

8. Those who withdrew had less committment than those who didn't.

   a. Fewer withdrawals returned for the second semester. (29)

   b. More withdrawals failed to file a high school transcript. (30)

   c. Fewer withdrawals received financial aid. (31)

   d. Fewer withdrawals received tutoring. (32)

9. Students who returned for the second (spring) semester received financial aid (33) and tutoring (34) to a greater extent during the first semester than did those who didn't return.

10. Students receiving financial aid participate in OASIS (35) and in tutoring (36) to a greater extent than those not receiving financial aid.

11. More OASIS students receive tutoring than non-OASIS students. (37)

12. Students who apply early tend to have their high school transcripts on file. (38)

(Numbers in parenthesis refer to numbers under Significant Data)

RECOMMENDATIONS

It appears that those students who make a real committment to college will apply early, have their transcripts sent early, get financial aid if eligible, participate in OASIS if eligible, avail themselves of counseling and tutoring services, complete most of their units with a 2.0 grade point average, complete the semester and return for the next semester.

Those students who don't make a firm committment to college will generally apply late, fail to send high school transcripts, be too late to get financial aid or just not bother to apply, fail to seek help in counseling and/or tutoring, complete fewer units or withdraw, earn less than a 2.0 grade point average, and if withdrawn from classes, fail to return for the next semester.

1. It is therefore recommended that students who apply late (during the last week before the beginning of instruction and later) be given intensive counseling coverage by the counseling staff, to include followup of high school transcripts, intrusive counseling efforts, followup on deficiency reports, OASIS, financial aid, Enabler Center, Study Skill Center, etc.

2. It is noted that several students did not have transcripts on file. It is recommended the admissions and records office be given additional help in order to follow up on negligent students in this regard.

3. It is recommended that the admissions and records office make a greater effort to identify and notify all students who should be classified as requiring special counseling. In the study there were 38 who should have been identified and weren't out of 99 students. This is mainly because of late applications, late transcripts, or no transcripts at all, and the entering status remains as pending. This would also require additional office help.

4. It is recommended that a further study be conducted during the 1979-1980 school year to determine if the differences noted in late applicants and late transcript senders applies to all late applicants or only to those who should be classified "Special Counseling." The current study deals with only those who should be special counseling students.

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